FAYETTEVILLE STATE UNIVERSITY

TEACHING EFFECTIVENESS

Authority:	Issued by the Chancellor. Changes or exceptions to administrative policies issued by the Chancellor may only be made by the Chancellor.
Category:	Personnel – Faculty
Applies to:	●Administrators ●Faculty
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Related Policies/ Regulations/Statutes	●Faculty Workload ●Teaching Effectiveness in the University of North Carolina [UNC Policy #400.3.1] ●Regulation on Teaching Effectiveness in the University of North Carolina [UNC Policy #400.3.1[R]] ●Performance Review of Tenured Faculty (Post-Tenure Review) [UNC Policy #400.3.3] • Regulation on Performance Review of Tenured Faculty (Post-Tenure Review) [UNC Policy #400.3.3.1[R]] ●Policy on Faculty Workload [UNC Policy #400.3.4] ●Regulation on Faculty Workload [UNC Policy #400.3.4 [R]]
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I.   PURPOSE

This policy (Policy) provides the basis for Fayetteville State University (University) to formulate policies and processes that ensure, recognize, and reward teaching effectiveness. The Policy identifies the measures and evaluation strategies used to assess the effectiveness of faculty instruction at University. The measures are designed to help faculty members identify their strengths and weaknesses regarding teaching effectiveness and continue developing and refining instructional practices that support student success. The evaluation strategies included in this Policy are designed to assess faculty members' progress toward goals identified in faculty workplans related to the University's colleges, schools, departments or other academic units and academic disciplines.

In addition to the parameters set forth in *Teaching Effectiveness in the University of North Carolina* (UNC Policy 400.3.1) and *Regulation on Teaching Effectiveness in the University of North Carolina* (UNC Policy 400.3.1.1[R[), this Policy provides guidance for the assessment and evaluation of teaching that will enable academic units and individual faculty members to support the University in achieving its mission and strategic goals.

This Policy applies to full-time tenured and continuing faculty whose workload plans include teaching.

II.   DEFINITIONS

A.   *Academic unit* means academic department, professional school, or an equivalent constituent unit of the University.

B.   *Course modality* means the method in which a class is delivered or conducted (in-person, online, virtual, or hybrid.)

C.   *Faculty* means employees of the University appointed to carry out responsibilities such as teaching, research/creative activity, and service. Faculty may be tenured or not and temporary or permanent, with titles, ranks, and duties defined by the constituent institution.

D.   *Formative Feedback* means ongoing, low-stakes feedback aimed at identifying gaps and improving faculty teaching and student learning.

E.   *Post Tenure Review* means a comprehensive, periodic, cumulative review of the performance of tenured faculty members that shall encompass and include the use of annual evaluations.

F.   *Student Success* means student achievement of learning outcomes, demonstration of mastery of course material, progress towards degree completion, and progress towards post-graduation milestones (e.g., enlightened citizenship, globally astute leadership, engaged solution creation).

G.   *Summative Feedback* means feedback that is provided to faculty at the end of the academic year or review period via mandatory performance reviews and personnel actions.

H.   *Teaching* involves a variety of activities that communicate knowledge and values and impart the skills necessary for individuals to lead responsible, productive, and personally satisfying lives. Such activities include, but are not limited to, the following:

- the instruction of organized courses,
- evaluating students,
- developing materials for new courses,
- updating materials for existing courses,
- developing courseware or other materials for technology-based instruction,
- supervising undergraduate research and masters' theses and doctoral dissertations,
- directing students in co-curricular activities such as plays,
- preparing and equipping new laboratories,
- supervision of teaching assistants, supervision of internships, and other experiential learning,
- academic advising,
- mentoring,
- providing accommodations to students with respect to their mental health or physical needs, and
- other activities that support student success

I.   *Teaching Effectiveness* means providing student-centered learning and assessment experiences in line with clearly articulated learning objectives that are relevant to the discipline and the course. It models and fosters critical, analytical, and creative thinking, while both engaging and supporting students cognitively, emotionally, and behaviorally. Effective teaching ensures all students can participate fully and implements regularly

revised content via pedagogical techniques that are current, research-informed, and rigorous. Such includes, but are not limited to the following:

- defined grading criteria that provides formative, summative, and timely feedback,
- diverse course assessment strategies,
- innovative/high-impact practices that facilitate student learning and achievement of intended course and program learning outcomes,
- course design that ensures syllabus content, textbook selection, learning, activities, assessments and scheduled office hours meet program, college/school, and university expectations,
- effective use of instructional technologies,
- student centered, engaging content delivery,
- inclusive content delivery strategies, and
- routine self-reflection and professional development.

III.   ASSESSMENT INPUTS

Faculty whose work plans include teaching shall be required to demonstrate teaching effectiveness in accordance with applicable University policies. The University will use multiple inputs to assess a faculty member's teaching effectiveness and to further develop a faculty member's instructional practice. These inputs shall be utilized, as appropriate, in annual evaluations and comprehensive reviews, including reviews for re-appointment, promotion, tenure, and post-tenure reviews.

To provide holistic assessment data regarding an individual faculty member's strengths and weaknesses in teaching effectiveness, the following formative and summative assessment inputs shall be utilized:

A.   Peer Assessment

A peer assessment is a process conducted by faculty peers using elements such as observation of instruction, review of teaching portfolios, and discussions regarding pedagogical goals and methods, to continue to develop a faculty member's instructional skill and practice. The assessments shall occur as part of the University's annual comprehensive faculty evaluation process and shall include course design and instructional strategy reviews using criteria included in the "Teaching" section of the University Wide P*eer Review Annual Faculty Evaluation Form*.

1.   Course Observations

The peer observation of a faculty member's instruction is a crucial component of the University's commitment to teaching effectiveness. It provides valuable formative feedback to faculty members and promotes a culture of collegiality and continuous improvement. Following the conclusion of the classroom observation, a confidential written report shall be generated and shared via email with the faculty member and the faculty member's Academic Unit Head. Should a faculty member choose to do so, the faculty member shall have the opportunity to provide a written response to the report within five (5) business days of receipt.

To ensure fairness, competence, and alignment with University goals, Academic Units should develop written guidelines on the selection of peer observers and course instructional modality.

2. Review Intervals

Peer assessments shall occur at least one time per appointment period or post-tenure review interval. For full-time, tenured faculty, the peer assessment should occur, at the latest, between the second and third year after the granting of tenure or the previous post-tenure review.

B. Student Feedback

Student feedback includes, but is not limited to, instruments used to gather anonymous responses regarding a student's experience of a course, including items such as course organization, course materials, teaching methods, and interaction with the instructor of record.

1. Student Feedback Intervals

Course feedback from students shall be collected at the mid-term and end-of-term. Only courses that are scheduled for at least eight weeks in duration shall be subject to mid-term survey administration.

2. Type of Surveys

Surveys will include both quantitative and qualitative questions, addressing various aspects of the faculty member's teaching, including, but not limited to the following:

- clarity of course objectives and expectations,
- organization and delivery of course content,
- effectiveness of instructional methods and activities,
- quality of feedback and interaction with students, and
- overall assessment of the instructor's teaching effectiveness.

3. Administration and Reporting

Participation in the student feedback process will be voluntary and anonymous. Student feedback will be collected and stored confidentially.

The Division of Academic Affairs will be responsible for survey administration, collection, compiling, and analyzing mid-term and end-of-term student feedback data. Summary reports shall be provided to faculty members, Academic Unit Heads, and Deans.

C. Self-Assessment

At the end of each academic year, a faculty member shall complete a self-assessment to include a deliberative review and critical evaluation of the faculty member's performance, contributions, and/or accomplishments in teaching. The faculty member's self-assessment should also include identifying specific strategies for improvement.

A faculty member's self-assessment report will be considered by faculty peers and Academic Unit Heads.

IV. **EVALUATIONS**

Academic Unit Heads are responsible for working directly with their faculty members to develop annual work plans that include teaching goals in support of the University's strategic objectives and that align with the University's policies, procedures, resources, and mission. Faculty share the responsibility of ensuring that teaching effectiveness goals align with expectations for reappointment or post-tenure review intervals.

Results of faculty evaluations should be utilized as follows:

- by faculty to reflect on their teaching practices and identify areas for improvement;
- by Academic Unit Heads and Deans to support faculty development initiatives and inform personnel decisions; and
- by the Office of the Provost to monitor overall teaching effectiveness at the University and identify trends for improvement.

The following evaluations of faculty shall be used to measure teaching effectiveness:

A. **Annual Evaluation**

In accordance with the University's *Faculty Workload* policy, a faculty member whose duties include teaching must have a work plan, which identifies the specific teaching-related outputs and efforts the faculty member is expected to complete in the academic year.

B. **Faculty Evaluations**

1. **Peer Evaluations**

As part of the annual comprehensive evaluation process, faculty peers will review the faculty member's self-assessment report along with the faculty member's instructional materials and submitted documentation to assess the following:

- instructional design/delivery/management;
- contributions to learning; and
- continuous improvement/sustained excellence.

Faculty peers shall provide the faculty member and Academic Unit Head with a written summary of the results of the peer review and recommendations which will be documented in a manner approved by the Office of the Provost. Each assessment requires ratings of *exceeds expectations, meets expectations, or needs improvement*. If the faculty peer determines that the faculty member does not meet expectations in teaching effectiveness, the faculty peer shall specify the following in the faculty peer's written summary:

- areas for growth standards and/or the faculty members' annual workload plan, and

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specific recommendations for improvement.

2.   Other Faculty Evaluations

In cases of a request for a reappointment, promotion, tenure, or post-tenure review, a cumulative review of a faculty member's record is required. With regard to teaching effectiveness, this review shall rely on annual comprehensive evaluations, peer assessments, student feedback, as well as other inputs (e.g., faculty teaching awards) available to the review committees.

C.   Student Feedback

Student survey data shall be provided by the Division of Academic Affairs to the faculty member, Academic Unit Head, and Dean as follows:

1.   Mid-Term Student Survey Data

Mid-term student survey data will be used by the faculty member as the framework for the faculty member's annual self-assessment. These scores shall be used as a baseline to ensure end-of-semester evaluations meet departmental, college, and university expectations. In cases where mid-term student evaluations do not meet expectations, the faculty member shall be required to consult with the Academic Unit Head to explore resources and strategies for improvement in teaching effectiveness. The Academic Unit Head shall document the consultation.

2.   End-of-Term Student Survey Data

End-of-Term student survey data will be used as part of the faculty member's comprehensive annual faculty evaluation, peer assessment, tenure, reappointment, and promotion decisions.

D.   Academic Unit Head Evaluation

Each faculty member shall engage in an annual review with their Academic Unit Head. As part of that annual review, the Academic Unit Head shall review the work of the faculty member relative to the faculty member's approved work plan, including the assessment inputs outlined in this Policy.

E.   Faculty Success Plan

Faculty members who do not, upon the review of their Academic Unit Heads, adequately satisfy their work plan expectations for the review period shall be subject to a faculty success plan. The faculty member shall take part in the development of the success plan and be provided with an opportunity to discuss any barriers or obstacles the faculty member encountered in meeting established criteria.

The plan must include specific steps designed to lead to improvement, a specified timeline in which improvement is expected to occur, a schedule of anticipated meeting dates to track the faculty members' progress toward meeting requirements of the plan, and a clear statement of consequences should improvement not occur within the designated timeline.

The success plan should include resources available to the faculty member in support of improvement of the faculty member's teaching effectiveness.

The success plan must be approved by the faculty member's Dean in consultation with the Academic Unit Heads.

V. OTHER MATTERS

A. Training

The University shall train faculty members, Academic Unit Heads, Deans, and other administrators on how to effectively use the inputs included in this Policy to enhance pedagogy, the student learning experience, and student academic success.

The University shall offer and encourage professional development opportunities for all faculty members focused on teaching effectiveness.

B. Rewards

The University shall develop appropriate rewards in recognition of teaching excellence.

C. Periodic Review

The Provost and Senior Vice Chancellor for Academic Affairs shall work with faculty via the University's Faculty Senate to review and update, as needed, policy and procedures on teaching effectiveness on a regular timeline.